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ABSTRACT

A teachers university in Texas is examined from a systemic/ecological framework of analysis with attention to the forces for growth, nongrowth, and energy loss that are currently constraining the existing system. It is argued that this university system is currently maladapted to its environment and stated goals so that it is likely to evolve into a professional/vocational institution, and that considerable stresses are emerging as the goals of the university come into conflict with the goals of a teachers college. Data are presented that illustrate growth in the numbers of students and college faculty, changes in the composition of the student population (ethnic group representation and age), changes in enrollment by discipline area, and changes in the percentages of college faculty by rank and by earned doctorates. "Teachers University" is currently experiencing difficult change: its former growth rate has tapered and managerial techniques are being applied by an administration that is seeking to move a teachers college into a true university that excels in research and graduate training. It is suggested that the current state of limited growth means limited funds available to accomplish ambitious goals while a majority of its personnel are those who cherish aspirations of an earlier era. The following suggestions are offered: the institution needs to seek a true balance between teaching and research; and greater demands must be made of students--especially in the graduate and professional areas. The sociocultural setting of the university is also described. (SW)

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THE WAY OF THE DINOSAUR: A SYSTEMS ANALYSIS OF A TEACHERS UNIVERSITY

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Abstract

This paper discusses a teachers university from a systemic/ecological framework of analysis noting both atropic and entropic conditions that are inherent within the existing structure. Two fundamental questions are asked from an ecological perspective: (1) how is the university presently adapted to its local environment? (2) what new and different adaptive strategies are in evidence? It will be argued that this university is basically maladapted to its environment and given its current level of energy loss will soon go the way of the dinosaur as a non-viable and non-responsive organization.

*A paper presented at the 78th annual meeting of the American Anthropological Association, Cincinnati, Ohio, November 28, 1979, in a symposium on The Anthropology of Teaching.

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INTRODUCTION

Our society is one that has had to cope with a tremendous amount of sociocultural change in the last three decades. No other institution has appeared to resist change so conspiciously as the American University System. There are an increasing number of critics who are willing to take the university system to task claiming that the institution no longer provides a viable environment for creative individuals seeking to pursue intellectual goals. Many younger faculty members believe that the system has lost its intellectual spirit and zeal. Indeed, some might argue that higher education displays all the vitality and adaptability of a dinosaur.

The university, like any other system, is a set of interrelated and interacting components that need to be assessed in terms of what its established goals were and to what extent these goals have changed or are changing with respect to new internal and external demands. But the university must also be viewed as part of a larger system--the notion that it can remain an "Ivory Tower" apart from society is simply fallacious as well as silly. As a system, the university operates within an environmental setting which is generating new and different inputs of energy for changing an established system. At issue is whether the university as a system is sufficiently responsive to change so that efficient outputs of energy can achieve its defined goal(s) attainment.

This paper examines and discusses a teachers' university from a systemic/ecological framework of analysis noting the forces for growth, nongrowth, and energy loss that are currently constraining the existing system. In order to understand the trajectory of change within any university,

its internal and external relationships must be taken into account as the system seeks to maintain its self-existence. Two fundamental questions are asked from an ecological perspective: (1) how is this university presently adapted to its local environment? (2) what new and different adaptive strategies are being developed to handle the problems associated with change? The major factors contributing to atropy and entropy within this university shall be identified and addressed. It will be argued that this university system is currently maladapted to its environment and stated goals so that in all likelihood its future survival portends the emergence of an effete academic institution that is evolving into a professional/vocational institution.

Muddling Thru: Whether Teachers U?

It has become all too apparent to Americans that over the last decade there has been a considerable shift in the American Dream. As Americans we have come to realize that the frontier is no longer with us. The availability of resources for solving social problems now appear to be limited. There are increasing concerns in every sector of our society about whether the growth and vitality of our institutions can proceed unabated. In this age of Proposition 13, we have come to realize that there are resource constraints that are now affecting our public institutions.

Higher education has remained, until recently, one of the unassailable bastions that the public has rarely questioned when asked to support the goals and endeavors of this institution. However, higher education is no longer inherently holy and beyond criticism. Institutions of higher education, as with other institutions, are now asking as Walt Rostow (1978)

has phrased it, "How to get from here to there?" With this academic year we are now entering the decade of the 1980's. Let us pause monentarily to reflect upon this upcoming decade in light of the past two decades which were a period of tremendous growth and development for higher education. In the 60's higher education enjoyed a period of rapid expansion, with increasing enrollments, university facilities mushroomed, resources appeared wholly unlimited. Yet by the end of the decade we were witness to outspoken criticism of the goals and values of higher education. Caroline Bird (1975) was perhaps the most adamant of these critics who asked, "Is College worth it?" As we are all too aware, by the mid-1970's the bubble burst.

Enrollments declined, retrenchment became a commonplace topic at many universities, monetary support began to wither and even academic freedom came under attack. The optimism and euphoria in the 1960's has today been replaced by varying degrees of pessimism, negativism and even cynicism. A recent newspaper article (UP:1979) listed the following problems for colleges and universities today; an erroaion of public confidence, concern about unethical behavior such as the exploitation of graduate students, double-dipping and grade inflation. There is a rise in the public's bitterness over the high costs of sending our nation's children to universities in as much as there is frequently a great discrepancy over what is promised in the school catalog and what is delivered in the classroom. This article concluded by stating that a malaise now affects higher education. Much of the public believes that there is considerable waste in its universities and colleges, and further believe that tenure has come to mean job security for the incompetent and the indolent. Even the prestigious Science Magazine has had editorials that

questioned whether anyone really needed higher education anymore and the need to eliminate tenure.[1] One article seriously questioned whether the Liberal Arts really leads to the production of wiser and nobler individuals. Indeed, the university of the future will have to provide opportunities for creative individuals to pursue intellectual goals that reflect the rapidly changing modern world.

Given the criticism of the last few years, it is now appropriate to examine the institution. After all, education is more than is more than ideology. It is a process and given the constraints of available funds to accomplish stated institutional goals, education is now being viewed in terms of productivity and cost-effectiveness as policies and programs are evaluated against regional and national concerns. Colleges are now confronted with the need to anticipate which programs and policies can accomplish the most with respect to resource availability and utilization.

Whether we like it or not, educators are now confronted with developing new permutations of institutional responsiveness so that the system can adapt to the demands being placed upon it. It goes without saying that public higher education at all levels may suffer given the current attitude that many legislatures have. In the private sector the outlook is grim. In the last ten years, 129 small liberal arts colleges have gone bust--they were no longer able to maintain the programs in the light of fiscal demands.[2] Looking downline, will we simply muddle through? What kind of universities will become the standard fare and how will the goals of different types of universities be impacted?

Young (1964) has noted that when it comes to understanding a system, whether we are talking about an institution, a community, or a

culture, we must analyze three fundamental processes; (1) the system, (2) the conditions producing change, and (3) the time factor. Change refers to the rearrangement of an established system, some degree of modification, or the amount of variation which is taking place within a given time frame. Applebaum (1971) concurs but points out that in evaluating change, attention must be directed to the magnitude of change that occurs in a given system and whether these changes are simply structural or processual--referring to the effect on the changed unit.

I have been interested in assessing the changes that have taken place at a Teachers' University as it has had to confront a changing set of environmental constraints now impacting its policies and programs. Like many predominantly teaching institutions, there is a tremendous momentum to maintain the status quo (i.e. a system that is steady-state). It is hard to call Teachers U a university in the traditional sense but this institution is striving to become a true university. Indeed, the present moto of this institution is, "The progressive university with a proud past." Our last homecoming expoused the theme, "Going Places." Unfortunately, this institution is currently experiencing a period of role confusion--many want to maintain our teaching image, while considerable pressures are being exerted by other players to change Teachers U into a top-notch university with new goals while maintaining past traditions. The rest of this paper addresses inherent problems in the system for achieving these two goals. First, a description of the sociocultural setting is provided and then the current adaptive strategies are discussed that are taking place with respect to the institution's new perceptions of what it is and what it should be.

The Sociocultural Setting

Teachers U is located in the urban corridor between Austin and San Antonio, Texas in a community of 28,000 people. In many respects the current student population now dominates the economic activities of the community. Indeed, many of the problems that the community now faces, in terms of growth, planning and how to deal with it, has to be done in conjunction with the university administration. This community, like many communities all over the country, is quite literally a university town. In the past, most of the community's economic and social activities have been centered around the university. Yet despite the fact that the community has been dominated by the University, there has always been a clear distinction made between the community and the university. The phrase "town and gown" has grown up to symbolize the differences that have long existed between the community and the university. However, as a result of the current economic growth now taking place within central Texas, economic activity is now shifting from just educational concerns to that of a reinvigorated business and industry climate. As a result of this recent growth, the community and the university are being forced to confront one another as they plan for their alternative futures.

The university has followed a pattern of growth and development that is similar to many other teaching institutions across the nation. It was created as a Normal School in 1899 and opened its doors to students in 1903. In 1923, the name of the school was changed to that of State Teachers College which was to be the major mission of the school for the next three decades. The primary emphasis has been, and for the most part still is, that of a teacher-training institution.

Since World War II, the school has sought to broaden its objectives,

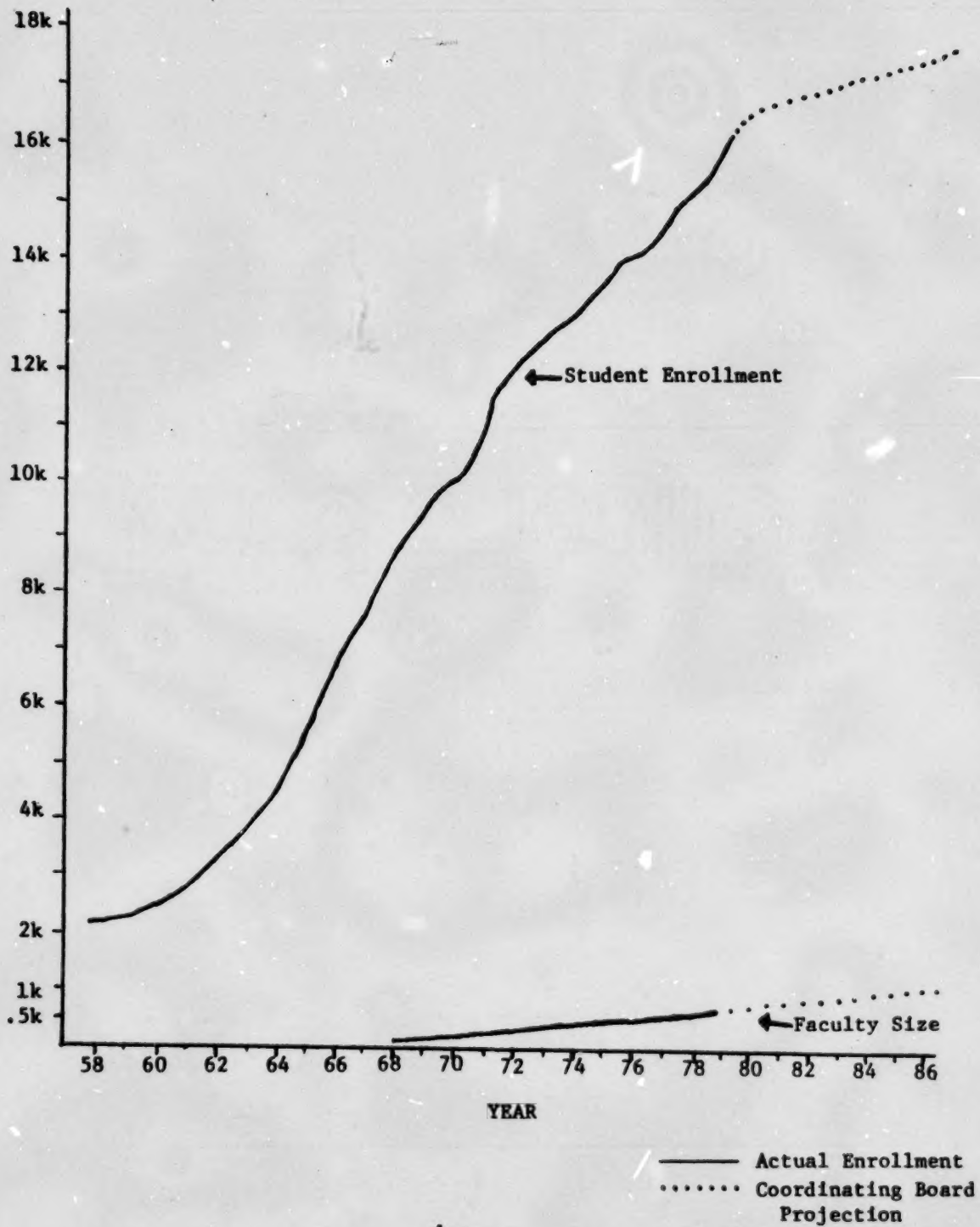
In 1959, "Teachers" was dropped from the name of the school and more recently, in 1969 the name of the college was changed to that of "State University." For purpose of this discussion, I will retain the phrase "Teachers U" throughout this paper arguing that the mission of this school has remained largely unchanged despite cosmetic name changes that have been accomplished in the last twenty years.[3] Today Teachers U has thirty instructional departments organized in seven schools and offers a wide and varied academic program to a very diverse student body numbering almost 16,000. The undergraduate curriculum continues to emphasize training in a general liberal arts perspective, while more recently there has been a growing trend towards professionalization. Teachers U has been offering graduate training for the past two decades but this emphasis has been primarily in the area of education. In the years to come, Teachers U plans on adding a considerable amount of land to its current landbase and plans are underway to construct several new buildings in addition to the facilities that it currently operates.

The growth of the students and faculty over the last decade has been enormous (see Figure 1). Despite this growth, the basic attitudes about the mission of the university has largely remained constant and there is considerable ambivalence by both students and faculty about the changing mission of Teachers U. In the 1979-80 catalog, the university's mission is defined as follows:

> "The mission of Teachers U, as one of the state supported universities in Texas, is to pursue excellence in the teaching, learning development process. We offer undergraduate and graduate courses primarily for the people of the State of Texas. It is a continuing program of sufficient distinction to merit national recognition. We shall preserve our commitment to excellence at all levels."

Figure 1

GROWTH AT TEACHERS U ACCORDING
THE STUDENT AND FACULTY SIZE
(In thousands)



In spite of the many changes that have taken place at Teachers U, the current goals are those of the past. Of course, there is nothing wrong with these goals, the need for excellence in teaching is obvious. Unfortunately, we find that as the university is beginning to grow and take shape as an institution there are considerable stresses and strains that are emerging as the goals of the university come into conflict of the goals of a teachers college.

The question to now be begged is what are the forces promoting change for becoming a university besides in name only while identifying the constraints and inertia of past traditions and goals that seek to maintain Teachers U at a steady-state level of operation as opposed to becoming a dynamic research/teaching institution? Let's look at the way at which the institution is currently adapted and how this present level adaptation is being planned and manipulated for moving towards a new level of sociocultural integration.

Teachers U: The Ambient Condition

In a recent self-study summary report completed on Teachers U in 1979, it was concluded by the evaluating committee that the goals of the university are going to have to change if the university wants to keep up with the increasing demands placed upon it as an institution of higher learning. This goes to heart of the problems that now so plague Teachers U. In the past, the ideals of this university were closely meshed to that of reality. It was felt that the primary function of Teachers U was to provide a setting in which future teachers could be trained and produced for the State of Texas. Without a doubt, this institution has performed this mission efficiently and zealously.[4] Until recently, the faculty and administration concurred in their views that the preceived

goal of Teachers U was to produce teachers for both the primary and secondary level for the State of Texas. In fact, this institution has the largest output of teachers for the state of Texas.

Over the last decade, growth has changed considerably the ambient condition of this institution. Between 1958 and 1967 the institution increased from 2,300 to 7,500, a 225 percent increase, and between 1970 and 1979, student enrollment increased from 10,000 up to almost 16,000 an increase of some 56 percent. This growth has been overwhelming in terms of the demands placed on the institution's resources, both in terms of the natural setting, the academic facilities available and the faculty. The faculty also increased during this period (1970 to 1979) from 386 to 543 full-time faculty, a 41 percent increase (see Table 1). In the past, Teachers U has been predominantly an undergraduate college but in the last five years, it has become more oriented to graduate instruction. For instance, the total undergraduate enrollment was 11,000 in 1973 and 13,400 in 1978. In the area of graduate instruction, there were 921 students in 1973 and by 1978 this had grown to 1,263 students (see Table 2).

While the growth of the school has been continual over the last decade, it has not been uniform throughout the university, actually quite differentiated. In Table 3, the amount of growth by school is displayed. Note that the areas of fastest growth are in the Schools of Applied Arts and Business, whereas the School of Creative Arts is off 2 percent and the School of Liberal Arts is off by 16 percent. Interestingly, the greatest increase is in the area of undecided majors, suggesting that students are taking longer and are considering with greater care the area in which to major.

Table 1

TEACHERS U GROWTH*
AS REFLECTED BY STUDENTS AND FACULTY

	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1982*
Students:											
Enrolled	9852	11280	11804	12142	12894	13354	13562	14670	15071	15924	17500
FTE	9194	10521	11019	11204	11629	11931	11999	12754	13021	—	—
Faculty:											
FTE	386	405	414	430	466	508	508	528	543	600	650**

*Projected: 15,000 - 18,400
**600 - 675 est.

1958 ⟶ 1969: 2306 ⟶ 7491; + 5185 growth = 225%

1970 ⟶ 1979: 9852 ⟶ 15924; + 6072 growth = 62%

Faculty to student ratio: 1970 - 1:25.5
1977 - 1:27.8
1978 - 1:27.8
1979 - 1:26.5

Source: President's Report 1970-1979.

Table 2

CHANGE IN TEACHERS U ENROLLMENT BY CLASSIFICATION, 1973 - 1978

Classification	Fall Semester Enrollment 1973	1978	Percentage Change
Freshman	3927	5233	+ 33.3
Sophomore	2524	2844	+ 12.7
Junior	2346	2586	+ 10.2
Senior	2424	2758	+ 13.8
SUBTOTAL	11,221	13,421	+ 19.6
Graduate	653	1263	+ 93.4
Post Graduate	268	387	+ 44.4
SUBTOTAL	921	1650	+ 79.2
TOTAL	12,142	15,071	+ 24.1

Source: Office of the Registrar; Student Profile

Table 3

CHANGES IN TEACHERS U BY MAJOR COURSES OF STUDY, 1973 - 1978

School Major	Fall Semester Enrollment 1973	1978	Percentage Change
Applied Arts	1341	1871	+ 39.5
Business	2169	3042	+ 40.2
Creative Arts	834	819	- 1.8
Education	3072	3225	+ 5.0
Health Professions	436	687	+ 57.6
Liberal Arts	1752	1466	- 16.3
PSACE *	0	632	———
Science	1109	1069	- 3.6
Undecided	1429	2260	+ 58.2
TOTAL	12,142	15,071	+ 24.1

*Public Service Adult Continuing Education

Source: Office of the Registrar; Student Profile

Teachers U is consistent with national trends where we have seen a clear shift towards professional schools or job-oriented kinds of skills. The big loser in all of this has been the School of Liberal Arts largely resulting from a popular image that these degrees are unemployable in a saturated market where one conjures up the image of highly educated taxi drivers. Note that while enrollment has increased dramatically in some areas, the largest concentration of students at Teachers U continues to be in the School of Education which accounts for 21 percent of the share. Ironically, despite what is taking place in the teaching job market, this school continues to attract students, largely because of a very successful image that our institution retains. Education continues to receive a lion's share of the resources within the university in a period in which there is a declining demand for teachers in contrast to a decade ago.

Two bright areas for student growth have resulted from the changing composition of our student population (see Tables 4 and 5). Since 1973, many more Blacks and Hispanics are attending Teachers U and are, not surprisingly, concentrating in large numbers in the School of Education. Hispanics, in particular, have enrolled in the Bilingual Education program of the university while a new program that gives adults credit hours for prior work experience has appealed to a rising number of older students returning to either take college credits or complete their studies. They can often (after testing) receive up to sixty hours of credit and obtain a B.S. in Occupational Education within two years of studies.[5] In just five years, this program is now running third or fourth in degrees awarded after education and business (see Table 6). Guess this is what they mean by a "non-traditional" program.

Table 4

CHANGES IN TEACHERS U ENROLLMENT BY ETHNIC COMPOSITION, 1973 - 1978

Ethnic Group	Fall Semester Enrollment 1973	1978	Percentage Change
Hispanic	935	1244	+ 33.0
Black	195	467	+139.5
American Indian	42	68	+ 61.9
Oriental	34	39	+ 14.7
SUBTOTAL	1206	1818	+ 50.7
All Others	10936	13253	+ 21.2
TOTAL	12,142	15,071	+ 24.1

Source: Office of Registrar; Student Profile

Table 5

CHANGES IN TEACHERS U ENROLLMENT BY AGE, 1973 - 1978

Age Group	Fall Semester Enrollment 1973	1978	Percentage Change
Under 21	6491	7257	+ 11.8
21 - 25	4187	5071	+ 21.1
26 - 30	834	1169	+ 40.2
Above 30	630	1574	+149.8
TOTAL	12,142	15,071	+ 24.1

Source: Office of the Registrar; Student Profile

Table 6

CONTRAST OF ENROLLMENT AND DEGREES AWARDED BY SCHOOLS

ENROLLMENT *			DEGREES AWARDED**		
Rank	School	Total	Rank	School	Total
1	Business	3,042	1	Education	255
2	Education	3,037	2	Business	204
3	Applied Arts	1,871	3	Occupational Ed.	184
4	Graduate School	1,645	4	Applied Arts	180
5	Liberal Arts	1,563	5	Graduate School	135
6	Science	1,069	6	Liberal Arts	114
7	Creative Arts	962	7	Creative Arts	69
8	Health Professions	687	8	Science	61
9	Occupational Ed.	654	9	Health Professions	37

Source: President's Report 1978-1979.

*N=14,530; Fall 1978

**N=1,239; Spring 1979

Teachers U has a great deal going for it. When most colleges and universities are concerned about growth, this school has experienced rapid and continuing growth. Faculty positions are still being created although at a slower rate than administrative positions. The university has been very successful in obtaining funds from the legislation. The president of Teachers U recently remarked "check almost any vital sign for the university and our value is positive, both relatively and absolutely." Table 7 documents this level of success and it also reveals some of the harbingers of ill.

Instructional salaries have certainly not kept pace with the cost of living yet a distinctive shift of funds to cover the rising cost of administration has taken place. The university has also embarked on a massive building program with considerable resources having been committed to expanding the facilities of the institution. Many of the faculty have expressed concern that the administration is more concerned about "things" than "people." This is probably true but results from being able to visualize these changes are well as implementing them.

From the foregoing it is obvious that growth is taking place at many levels on this campus. There are few areas where atropy can be identified--one exception is in the area of research funds--which at best can be said to have plateaued out. This funds category has not improved because the legislation reminds over and over that Teachers U should emphasize teaching and not research. A recent Self-Study (1979:529) concurred with this view by noting that over the next five years that grants and contracts would not exceed one-half million dollars--the current amount. Speaking to the issue of research, the Self-Study said, "Rapid technological advances would leave a large

Table 7

FINANCIAL PROFILE OF TEACHERS U

	1974/5	% Change	1975/6	% Change	1976/7	% Change	1977/8	% Change	1978/9	% Change	1979/80
EDUCATIONAL & GENERAL											
Teaching Salaries	7.66	22.5	9.38	7.9	10.12	8.9	11.02	6.6	11.75	9.7	12.89
Department Operating Costs	1.14	35.96	1.55	9.7	1.70	20.6	2.05	1.5	2.08	12.0	2.33
Instructional Admin. Costs	.22	68.2	.37	5.4	.39	12.8	.44	18.2	.52	19.2	.62
Organized Research	.06	33.3	.08	-0-	.08	-0-	.08	-.5	.04	.75	.07
TOTAL	9.08	25.3	11.38	8	12.29	10.6	13.59	5.9	14.39	10.6	15.91
General College Administration	1.08	25.9	1.36	12.5	1.53	9.8	1.68	2.4	1.72	11.6	1.92
TOTAL	10.16	25.4	12.74	8.5	13.82	10.5	15.27	5.5	16.11	10.7	17.83
General Institutional Expense	.18	111	.38	5.3	.40	5	.42	9.5	.46	15.2	.53
SUBTOTAL *	10.34	26.9	13.12	8.4	14.22	10.3	15.69	5.6	16.57	10.8	18.36
TOTAL INSTITUTIONAL BUDGET	13.47		17.53m		18.62		23.97		23.99		28.10

Figures in millions, rounded to nearest 100th.
Sources: Presidents' Reports to the Regents FY 1975-1980.

*Physical Plant and M & O Cost Left Out.

Source: President's Report 1970-1979

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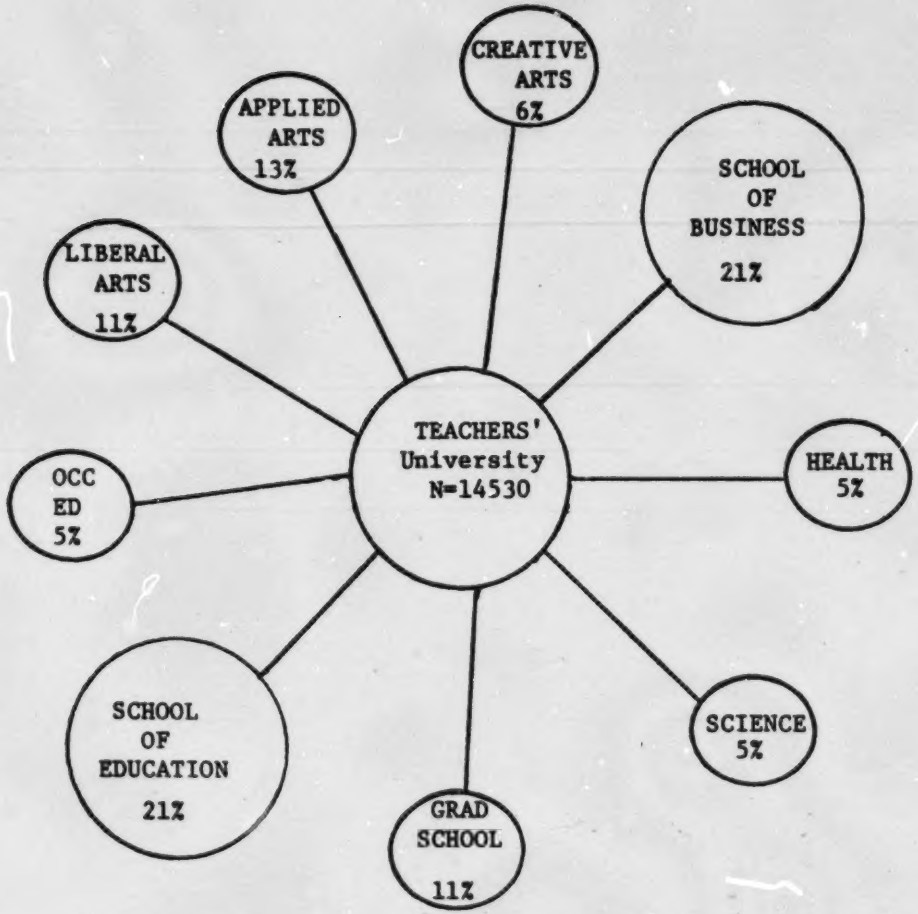
number of faculty out of touch with reality unless they constantly devise strategies on their own volition to remain current." (1979:32)

In this statement is revealed a basic dilemma for Teachers U. It perceives its mission to be that of teaching, yet in this age of enormous informational explosions taking place in all the disciplines, Teachers U is uncertain whether research is the proper posture to adopt. Indeed, the internal funds are not available but only limited efforts have been extended to obtain external funds. The result is that a tremendous number of capable faculty have become part of an entropic condition in which this "energy is unavailable for work."[6]

Through no fault of their own most of the currently tenured faculty were brought on line in the late sixties and early seventies when the school was experiencing rapid growth and little was said about a research function. Indeed, this rapid growth is now reflected in the faculty size in each school and the disportionate number of majors by school that are reacting to the current job market (see Figure 2). In fact, most of the faculty were recruited locally and only now is beginning to change (see Figure 3). These faculty now comprise the higher ranks of the university (see Table 8) and have a mean age of 45-47. The net result is that the attitudes of the senior ranks regarding research will take about 20 plus years to "purge the system."

Despite heavy teaching loads (i.e. 12 hrs.), there is increased emphasis in doing research for a couple of reasons. First, Teachers U has more personnel with earned doctorates--up from 41 percent in 1967 to a present level of 51 percent. Their distribution is displayed in Table 9. The Ph.D. used to provide faculty with all the security they



FTE Faculty N=434*

School	No	% of Total
App. Arts	38	9
Business	42	10
Creative Arts	60	14
Education	96	22
Health	24	6
Liberal Arts	104	24
Science	70	16
Occ. Ed	--	**
Graduate	--	**

*1978
**Assigned to Schools

Figure 2
RELATIVE SIZE OF SCHOOLS BY 1978 ENROLLMENT
AND FTE FACULTY

SOURCES: Office of the Registrar 1978;
*Self-study Summary Report 1979:147.

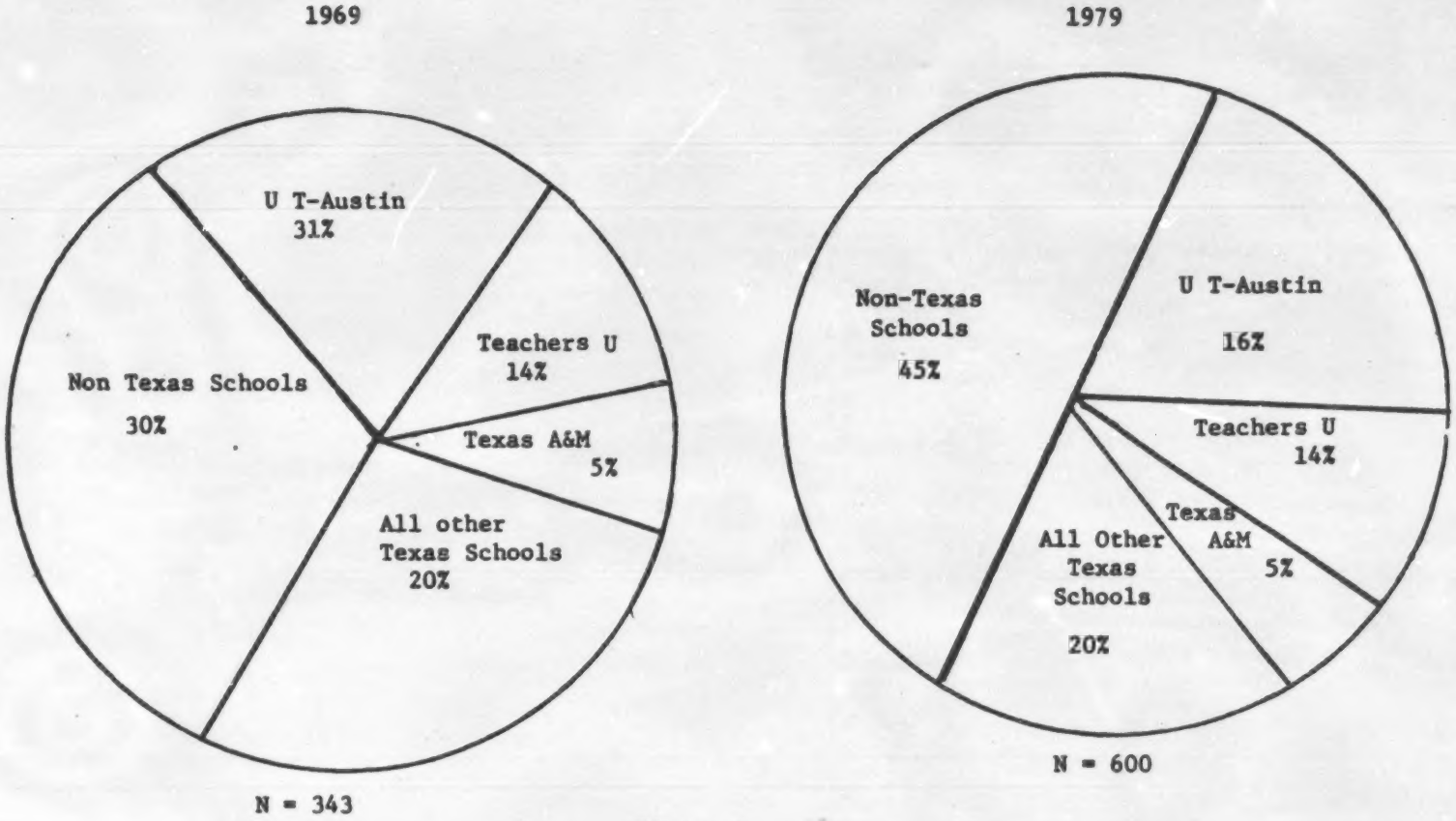


Figure 3

SOURCE OF DEGREES BY SCHOOLS
1969 and 1979

Sources: Self-Study Summary Report 1979:55-157. Teachers U Catalogues 1969-70, 1979-80.

Table 8

TEACHERS U BY RANK
1969 and 1979

	1969(N=343)	1979(N=600)*
Professor	72 (21 %)	98 (16%)
Associate Professor	49 (14 %)	121 (20%)
Assistant Professor	93 (27 %)	182 (30%)
Instructors and Lecturers	129 (38 %)	199 (33%)

*Tenure level = 55 percent

Sources: Self-Study Summary Report 1979:147-148
Teachers U Catalogues 1969-70, 1979-80

TABLE 9

PERCENTAGE OF FACULTY WITH EARNED DOCTORATES
IN EACH SCHOOL (1978)

SCHOOLS	PERCENTAGES
School of Applied Arts	37.5
School of Business	35.0
School of Creative Arts	34.0
School of Education	57.0
School of Health Professions	24.0
School of Liberal Arts	63.6
School of Science	64.0

Source: Self-Study Summary Report 1979:164

needed for tenure and promotion. After all, teaching and of course, service were what mattered. But now that the growth has leveled off, the administration has said, promotions and tenure will be few and far between and must be based on teaching, research, and service as indicated by "evaluative evidence." This is the clincher--how does one measure the "quality of teaching?" Service isn't too hard--just count your committee assignments--that leaves research efforts to be assessed. So "publish or perish" arrives at Teachers U--to the chagrin of the older faculty. The game plan has changed and they have been caught napping. To add insult to injury, a merit system was introduced three years ago to motivate the slow learners.

The faculty has reacted rather strongly to some of these changes. Given a tenured faculty of 55 percent, there is a strong sense of tribal identity that is now resisting a reward system in which new variables have been introduced. In most university settings, productivity plays a vital role in evaluating who plays and who leaves. The

The nature of Teachers U is such that teaching and personal camaraderie (i.e. the good ole boy syndrome) have been selected for in lieu of academic scholarship. The aim of current administration is now to move Teachers U from its "steady-state" level of adaptation and make it a dynamic system while retaining its valued tradition for teaching excellence. In short, how can the "level of entropy" at Teachers U be decreased so that greater productivity will ensue. This objective has been argued under the guise of accountibility. Let's examine the current strategies for change in light of a limited growth environment with respect to students, faculty, and resources outlook, and consider whether Teachers U is presently maladapted given new demands on the system.

Current Adaptive Strategies: Mission Madness

Within the last five years the overt goals of this university have undergone a dramatic shift. Teachers U is now experiencing a period of trauma in which we are now operating under the leadership of a managerial president. The new president was brought in to apply management techniques to Teachers U in order to get it moving towards measurable goals with a fixed schedule for the implementation of these goals. This resulted in the development and implementation of several managerial procedures. First, a Master Plan has been developed which effectively states the way in which the techno/environmental system will be manipulated over the next five years. Secondly, a PERT (Program Evaluation Review Technique) set of procedures were introduced for assessing at what level the university was operating. Third, a business management technique has been introduced known as MBO (management by objective) that identifies objectives by KRA's (Key Research Areas) as measured by emperical indicators. Finally, Teachers U is in the midst of generating the operating

letters (OL's) and job procedures (JP's). The operating letter is intended to translate university policy into procedures at every level of the university ranging from the President's office down to the departmental level. Additionally, each individual in the university is now expected to develop a set of job procedures that describe how policy is translated into programatic behavior for one's job station. These range from rather silly mundane tasks, like answering the telephone and filling out travel vouchers, to preparing materials for the next board of regents meeting and the assignment of priority statements for the development of new educational programs.

The administration of Teachers U is clearly trying to operate systematically, make the university more responsive to its environment, and most of all change. The faculty are certainly concerned over the rate and magnitude of change. Indeed, the administration insists that these efforts to achieve managerial efficiency will result in structural change. And given the fact that the current budget of the university is now 28 million, it is probably necessary that Teachers U improve its managerial and planning strategies. The fact that over 1,000 persons now work at the university, speaks well for the need of ongoing planning within the institution. One of the first things our new president did was introduce a new department labeled Planning and Analysis which has the primary responsibility of planning and monitoring the implementation of these managerial techniques.

What bothers the faculty is that they are now more often than not viewed as only employees who are to be managed rather than creative individuals who are involved in the maintenance and pursuit of knowledge. The administration is now insisting on increased productivity that takes

the form of generating OL'a and JP'a and greatly expanded participation on university committees so that employees are afforded the opportunity for input. This is referred to as "participatory management."

I recently interviewed the planning director and asked; "Does your office ever attempt to measure the validity of the institution's goals and to what extent that these goals are achieved at over a period of time?" I wanted to know how much information flow was in operation and how information was evaluated. The director informed me that his office only planned goals and that they had not gotten around to evaluating their worth which I thought was rather interesting given the fact that their task was also analysis. In fairness to the Department of Planning and Analysis, their task over the last three years has consisted primarily of planning for the future of the institution--especially in view of the slower growth that is currently projected. They have been concerned with defining the institution's mission which can later be reduced to quantitative accounts for evaluating success of failure (see Appendices 1-3). The president's aim is to avoid dealing with general problems by general solutions. Rather, he insists that specific problems be dealt with via systemic solutions.

This is the underlying philosophy of the MBO system which seeks to operationalize the mission statement of Teachers U by establishing goals arrived at by participatory management. Accordingly, the institution "will be productive if it allows its membership to achieve self-actualization through participating in managing themselves " (Holderfield and Abbott 1978:7). The mission statement for FY-79 resulted from this thinking. At a glance one can quickly surmise that it is not a very specific statement but rather a statement of purpose cast in the most

general of language. This statement was developed by departmental and school goal committees addressing a set of questions passed down by the president's office. This participation was real--at least in terms of time but as the Faculty Senate noted, "The goal of these committees was to give 'input' to the administration . . . through the committee structure but are often ignored in the final decision-making." Summing up the Senate commented, "input is not the same as faculty governance" (FS:May 1, 1978). Participatory management turned out to be a novel way of using an inordinate amount of time that provides little likelihood of structured input since the administration reserves the right to define the institution's mission and, in particular, its objectives and their measures (see Appendices 4 and 5).

The result was that a tremendous amount of noise (useless information--dissipated energy) was generated at all levels. One would think that a teachers university would know what their mission is. However, the administration is forcing change by revising the goals to be measured within the system while exhorting its employees to maintain the fairly traditional mission statement. Again, I asked the Planning Director to what extent he could measure the signal to noise ration of this managerial system? He told me that he could not although he felt this would be useful to know. In sum, all noise and/or signals are filtered in accordance with the pre-established calibrations of the administration. The end product is as a Chronical of Higher Education editorial pointed out (Chait:79), "These statements are not so much valueless as overvalued. We make too much of the process and the product." The editorial concluded by noting that "mission madness" has struck our colleges, and probably the only institutions that have not started or completed a mission statement are already mid-way through one.

There is nothing inherently wrong with producing a mission statement, the problem arises when an administration tries to operationalize the mission statement to an MBO format (see Appendices 4 and 5). The statement below typifies this procedure:

> Participatory planning through MBO requires a two-way exchange of ideas and future directions and objections to the university and academic affairs division. The task tentative list of proposed indicators are to be shared by our schools during the given years and have been developed by the president of the VPAA as the starting point of discussion within academic affairs. Numeric levels have purposely been left off to avoid influencing the discussion as to how far we should go with each indicator, of course, there will be local exceptions if the indicator is not applicable to a given unit. Please review these indicators with reference to all the unit mission statements.

Objectives are expected to meet the following criteria:

1. Is the objective important to the mission of the university in lower levels?
2. Is the objective being implemented during the appropriate years?
3. Can we measure the progress towards this objective?
4. What is the cost to the university to implement or not implement this objective?

A quick perusal of some of these objectives (see Appendices 4 and 5) clearly reveal that the emphasis is placed on those items or categories which can be "measured" over a period of time (e.g. number of training programs, sources of terminal degrees, the number of publications, dollar amount of grants and contracts, etc.). The contradiction is apparent; teaching is considered the primary mission of the institution but is not cited as an "measurable objective" along with several other ideals promulgated in the mission statement of Teachers U.[7]

The faculty have, quite naturally, reacted in a dramatic fashion

to being confronted with a new game plan and the ignominy of being managed. The Faculty Senate recently conveyed their feelings on management-science. They have stated:

> The administration's use of the systems pattern of operation has (1) dehumanized the campus, (2) alienated the older faculty to the point that only retirement is sought by many, (3) made untenured faculty fearful of speaking out, and (4) caused the faculty to consider organizing through AFT or AAUP. (Faculty Senate:May 1, 1978).

Continuing the Senate claimed that:

> MBO appears to show a desire on the part of the administration to reduce the tenured staff noting that untenured staff are already under pressure with heavy workloads to meet the standards of research, teaching, and service in order to achieve tenure.

The interesting thing about this statement is that it is the first public recognition by the faculty that research has superceded teaching--at least as per MBO. The sheer quantitative nature of MBO has aroused and united the faculty at Teachers U as few issues have over the last two decades. Early this year, the Senate passed the following resolution (Faculty Senate:October 1979):

> WHEREAS, the whole concept of MANAGEMENT BY OBJECTIVES IN ACADEMIC AFFAIRS is professionally restrictive and thus a threat to academic freedom; and
> WHEREAS, the significant factors related to teaching excellence, scholarly activity, and service are qualitative rather than quantitative and thus not appropriate for management by objectives as applied at Teachers U; and
> WHEREAS, the time spent in administering the management by objectives program detracts from the primary mission of the academic affairs portion of the University; and
> WHEREAS the promise that faculty would not be involved in management by objectives has proven to be false; be it therefore

> RESOLVED, that management by objectives as it related to all academic matters at Teachers U be discontinued immediately.

The faculty hope that MBO will go away letting them get back to the good old days where attention can once again be directed to issues like declining SAT scores and grade inflation. After all, these are safe issues on secure turf.

The Way of the Dinosaur

Teachers U is currently experiencing the anguish of change. Its former growth rate has tapered off and managerial techniques are being applied by an aggressive administration that is seeking to move a teachers college into a true university that excells in research and graduate training. This is indeed a worthy goal as well as a formidable task. Many constraints are apparent in the system as it is currently structured. Limited growth means limited funds available to accomplish grandiose goals while a majority of its personnel are those who cherish asperations of an earlier era. Many faculty feel betrayed by the system while at the same time the administration claims that "mediocracy" is rampant. Some of the administration's defenders claim that the "Peter Principle" is alive and well at Teachers U. For that matter--the faculty also claim that the "Peter Principle" is literally being directly applied to them. Is there a resolve to these widely differing views?

I believe that Teachers U can become a better institution if certain issues are resolved. First, the institution needs to seek a true balance between teaching and research. Research must be raised to a higher priority in the mission statement of Teachers U which reflects the evaluation procedures now being utilized in the reward process. Second, this institution

is more than a Middle Class Folk Factory. Greater demands must be made of students--especially in the graduate and professional areas of study. Third, a dual track could be established for evaluating faculty that could accomodate the skills of teacher/service oriented individuals and teacher/research types. Greater diversity could be structured into the system resulting in qualitative/quantitative enhancement of the institution's productivity and reputation.

The recent self study concluded that the mission statement be reviewed periodically so that programs and activities of the University be measured against an agreed upon mission. Unfortunately, it is at this juncture that I am not optimistic about positive dynamic change taking place. There is a tremendous resistance by established faculty and staff not to change except in a nominal way. At the same time the administration has a deep rooted "will to power." One administrator said that "the University will accomplish its goals even if the resources come out of our own hides."

This leaves us with a final question of whether Teachers U is a dinosaur? Given the faculty's resistance to change and the administration's resolve--time is probably on the faculty's side. They prefer a gradual evolution of the system into--into what? Most (i.e. in my estimation) prefer to remain a teachers college with the somewhat limited demands that go with this kind of setting. Others see the institution expanding its programs into the professional/vocational arena. A few desire the demands that would accrue from becoming a balanced teacher/research institution--but only a few.[8]

In sum, Teachers U will steady-state as a service-feeder institution being largely outclassed by more dynamic responsive institutions. Maladaption

will occur because the system level of entropy will remain largely unchanged and the fact that Teachers U's level of adaptation is overly specialized and restricted to a narrow ecological niche in a local-regional setting. Perhaps, as illustrated by the recent arguments over what really happened to the dinosaurs of old, Teachers U will turn out to be warm-blooded and evolve into a special kind of creature. Given the present mission statement of the institution, this is not likely, but possible. More likely, the institution will slowly evolve along its present trajectory--unless it gets a really good shot of cosmic radiation from an external source. John Ray has characterized the non-responsiveness of organizations to change with this decisive observation: "Those who stay in the valley never get over the hill."

NOTES

[1]See Science Magazine, Editorials "Higher Education: Who Needs It?" (7 November 1979, Vol. 190) and "Tenure: A Sacred Cow?" (24 March 1978, Vol. 199).

[2]A brief but interesting summary of the financial crisis faced many colleges--especially the private sector--is documented in a magazine article "Private Colleges Cry Help!" (Time, January 15, 1979).

[3]Teachers U is a pseudonym that has been chosen for use throughout this paper in lieu of using the University's actual name. The data are, of course, factual but proper courtesy and decorum dictate that I refrain from revealing the actual name of this institution so as not to embarass anyone associated with this institution. Naturally, the conclusions in this paper are my own and should not be attributed to anyone else or any other group.

[4]A recent article in Texas Monthly Magazine (October 1979) has called into question this issue of excellence. Gene Lyons singled out Teachers U as the institution which produces the most teachers in the state of Texas and went on to claim that their training/education was regretably lacking in depth and breadth. These conclusions were not happily received at this institution especially in the school of education.

[5]The implementation of this degree has not been without criticism by members of traditional academic departments. Many have asserted that this degree is a "license to steal."

[6]Most would argue that teaching is work--true, but it sure is hard to measure. This is well illustrated by the persistent arguments over whether teaching as an art form (i.e. qualitative skill) can be reduced to quantitative measurements that are valid and reliable.

[7]The administration in some respects recognizes this discrepency and has implemented a university wide instructor-evaluation system. But each department is allowed to generate their own instrument, devise their own scales and procedures, and finally vote whether an instructor is a good teacher or not. Talk about good ole boys and apples and oranges. All is not lost for course syllabi and tests are also sent to the Dean and VPAA.

[8]This statement is asserted on the current basis of grant/contracting activity. Moreover, promotions can be obtained based on "presentations" made at professional meetings which are ranked virtually as high as publishing activity.

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APPENDICES

APPENDIX I

TEACHERS U MISSION STATEMENT

(Pilot Year, FY 1979)

The mission of Teachers U, as one of the state-supported public universities in Texas, is to pursue excellence in the teaching/learning/development process.

We offer undergraduate and graduate courses, primarily for the people of the State of Texas. As we continue to develop programs of sufficient distinction to merit national recognition, we shall preserve our commitment to excellence in teaching at all levels.

As a teaching institution, we will

*Provide the opportunity for a sound liberal education for all of our students.

*Prepare students for careers through specialized programs of high quality in academic, professional, and technical fieds.

*Continue our dedication to a strong teacher education program.

*Insure that all students may work and study with the University's most accomplished teachers at all levels of the educational program.

*Search continually for, and implement where feasible, the best teaching-learning methodologies, be they innovative or traditional.

*Engage in interdisciplinary programs and activities while maintaining the rigor and integrity of the underlying disciplines.

*Maintain high standards for admission and academic performance.

*Provide a suitable educational setting which is attractive, convenient, safe, and academically stimulating.

*Modify our educational programs when necessary to insure the excellence to which we aspire.

As a community of scholars, we pledge ourselves to

*Create, preserve, and transmit knowledge.

*Provide a forum for the free and responsible exchange of ideas.

*Establish an atmosphere conducive to the dispassionate search for truth.

*Maintain by model and precept high standards of scholarship and research.

*Protect the academic freedom of the University community.

As an institution dedicated to the development of the individual, we will

*Provide the members of the University community with lifelong opportunities for growth.

*Provide our students with opportunities for social interaction, enabling them to grow as responsible human beings and to realize their personal goals.

*Encourage our faculty to realize their full potential as teachers, scholars, and leaders.

*Encourage our staff to realize their personal and professional goals.

As a service organization, we will

*Assume reasonable responsibility for contributing to the quality of life in the city and the surrounding area.

*Provide leadership as an organization in the diverse facets of out society.

*Serve as academic, technical, and cultural resource.

We accept the responsibility for fulfilling this mission with integrity, steadfastness, and imagination, at the lowest reasonable cost to the student and to the State of Texas.

APPENDIX 2

MISSION OF THE DIVISION OF ACADEMIC AFFAIRS

The mission of the Division of Academic Affairs, as a major and integral part of Teachers U, is to provide all students with the opportunity to develop their maximum potential academically, professionally, and personally so as to enable them to become competent, accountable individuals prepared to assume successful and productive lives.

This mission can best be accomplished by:

*Providing a liberal education of high quality

*Preparing students for careers through programs of high quality in academic, professional, and technical areas

*Maintaining a strong teacher education posture

*Providing lifelong learning opportunities in all educational areas

*Assuring faculty development opportunities

*Providing an atmosphere that encourages freedom of inquiry and discussion for both faculty and students

*Encouraging research that will enhance the quality of life and further the knowledge of mankind

*Recruiting and retaining highly qualified faculty

*Developing curricula that are sensitive and relevant to the needs of society

*Serving as a public resource for local, state, and national constituencies

*Enhancing the University's reputation as a center of learning and creativity in keeping with the objectives of the University Mission Statement.

Source: Office of the Vice President of Accademic Affairs, Teachers U (FY 1979).

APPENDIX 3

RESEARCH CONTRACTS AND GRANTS

Narrative:

As one of the twenty-two state-supported public universities in Texas, Teachers U has as its mission pursuit of the teaching/learning/developing process. In achieving these purposes, the University's major committments are to effectiveness in teaching, to developing the individual student, and to the pursuit of scholarly activities in public service. Although research serves as a significant interface between each of the major areas of committment, it assumes a secondary and supportive role to teaching effectiveness in student development. One of the goals of the current administration is to raise the importance of research to a much higher level than has previously existed at this institution without any related redirection in the emphasis on quality of instruction. The relationship between instruction and research that has long existed is likely to undergo a significant change in the near future.

Source: Office of the President 1979.

APPENDIX 4

*Objective for all Divisions within the University

	OBJECTIVE	IMPLEMENTATION OF OBJECTIVE			
		1980	1981	1982	1983
1.21	Percent (ratio) of departments with training programs for TA's	U			
*4.21	Percent (ratio) of administrative units with acceptable OL systems	U			
*4.22	Percent (ratio) of appropriate employees in the administrative unit with acceptable job descriptions.	U			
5.43	Number of contract and grant proposals A. Departmental or program improvement B. Research	U			
6.11	(6.41 for undergraduate schools) Number of workshops, clinics, or conferences held	U			
1.43	(Routine--to be carried in future yrs.) Percent (ratio) of courses with updated syllabi satisfactory to Dean and Department Chairman	AA			
2.41	Percent (ratio) of ~~full-time~~ professoriate from UT (FTE)	AA			
2.50	Number (ratio) of scholarly publications in refereed journals (creative works)/FTFE Assistant Professors - Professors A. Submitted for publication B. Published	AA			
2.51	Number (ratio) of scholarly papers presented/FTFE Assistant Professors-Professors	AA			
4.25	Percent (ratio) of departments with an acceptable student counseling system	AA			
*1.22	Percent (ratio) of departments with training programs for new faculty		U		
1.50	Percent (ratio) of former students rating their academic program satisfactory two (2) years after graduation. (Program Name)		U		

*Objective for all Divisions within the University

	OBJECTIVE	IMPLEMENTATION OF OBJECTIVE			
		1980	1981	1982	1983
2.48	Percent (ratio) of non-terminal degree faculty continuing progress toward a terminal degree			AA	
3.45	Percent (ratio) of ethnic minority students A. Hispanic B. Black C. Other minorities			AA	
6.43	Percent (ratio) of SCH classified as "extended day"			AA	
1.44	Percent (ratio) of eligible programs professionally accredited, as determined beneficial by Deans and Chairmen				U
1.45	Percent (ratio) of students passing national professional examinations, where appropriate				U
5.46	Number of departmental scholarships available				U
5.47	Dollar amount of departmental scholarships available				U
1.46	Number of firms recruiting our students on campus				AA
1.49	Percent (ratio) of faculty with more than satisfactory performance in teaching as measured by the departmental evaluation process				AA
1.53	Number (ratio) of scholarly publications authored, co-authored in refereed journals by students/ 100 majors				AA
3.44	Number of students in national honoraries				AA

Note: Affirmative Action indicators will be routine for every year. Our goals (reasonable or not) are set by a formula provided by EEOC.

	OBJECTIVE	IMPLEMENTATION OF OBJECTIVE			
		1980	1981	1982	1983
*2.49	Percent (ratio) of faculty with professional objectives developed in consultation with Chairman		U		
*4.28	Percent (ratio) of administrative units with all appropriate employees having acceptable Job Procedures		U		
5.44	Contract and Grant dollars received A. Departmental or program improvement B. Research		U		
1.41	Percent (ratio) of SCH taught by TA's		AA		
1.42	Percent (ratio) of classes taught by TA's		AA		
2.42	Percent (ratio) of ~~full-time~~ professoriate from A&M (FTE)		AA		
2.43	Percent (ratio) of ~~full-time~~ professoriate from schools outside of the state of Texas (FTE)		AA		
3.41	Mean GRE of graduate students		AA		
*4.23	Percent (ratio) of administrative units with approved evaluation documents and processes for appropriate individuals			U	
4.26	Percent (ratio) of departments with a student recruiting system			U	
4.27	Percent (ratio) of departments with a curriculum research and evaluation system			U	
5.48	Number of Steeples Programs funded externally			U	
	One indicator yet to be chosen at the university level			U	
1.52	Number (ratio) of scholarly papers presented by students at meetings/100 majors			AA	
2.45	Number (ratio) of institutions represented in terminal degrees of faculty/ head-count terminal degree faculty			AA	

APPENDIX 5

ANNUAL OBJECTIVES FOR FY79
(President's Office)

K.R.A.	RESP.	INDICATORS	NOW	(WORST) MINIMUM	(EXPECTED) AVERAGE	(BEST) MAXIMUM
1. Teaching and Learning	AA	a. Average GRE (or similar measure) of SWT graduates.	a. _____	Base to be established in 2 years		
	AA	b. % of classes using media as integral part of format, other innovative techniques, as judged by VP.	b. _____	Base to be established in FY79		
2. Faculty Profile		a. Dollar amount of grants and contracts for individual faculty research in FY when money is spent.	a. _____	Base to be established in FY79		
	AA	b. % of full-time professorial faculty from UT.	b. 16%	b. 16%	b. 16%	b. 14%
	AA	c. % of full-time professorial faculty from A&M.	c. 5%	c. 5%	c. 5%	c. 5%
	AA	d. % of full-time professorial faculty from other Texas schools.	d. 16%	d. 16%	d. 15%	d. 12%
	AA	e. Asst. Professors aver. salary/ state aver. (FY77)	e. 1.02	e. 1.00	e. 1.02	e. 1.05
	AA	f. Assoc. Professors aver. salary/ state aver. (FY77)	f. .982	f. .95	f. 1.00	f. 1.05
	AA	g. Professors aver. salary/state aver. (FY77)	g. .912	g. .85	g. .95	g. 1.05
	AA	h. % of salary committed to tenure/ salary appropriations.(FY78)	h. 55%	h. 60%	h. 55%	h. 50%
3. Student Profile	UA	a. No. of National Merit finalists & scholars in university.	a. _____	Base to be established in FY79		
	UA	b. No. of valedictorians & salutatorians in entering class.	b. _____	Base to be established in FY79		
	UA	c. Total headcount.(Fall '77)	c. 14,670	Strategy to be developed by Exec. Council		
	UA	d. Total FTSE. (Fall '77)	d. 12,771	Strategy to be developed by Exec. Council		
	UA	e. No. of enrolling freshmen	e. 2,800	Strategy to be developed by Exec. Council		
	UA	f. Average ACT score.	f. 19	Strategy to be developed by Exec. Council		
	UA	g. % freshmen graduating from top ¼ of h.s. class	g. _____	Base to be developed in FY79		
	UA	h. % freshmen from 2nd quarter of h.s. class	h. _____	Base to be developed in FY79		
	UA	i. % freshmen from 3rd quarter of h.s. class.	i. _____	Base to be developed in FY79		

K.R.A.	RESP.	INDICATORS	NOW	(WORST) MINIMUM	(EXPECTED) AVERAGE	(BEST) MAXIMUM
	UA	j. % freshmen from 4th quarter of h.s. class.	j. _____	Base to be developed in FY79		
	AA	k. Graduate enrollment--headcount.	k. 1,324	Strategy to be developed by Exec. Council		
	AA	l. Graduate enrollment--FTSE.	l. _____	Strategy to be developed by Exec. Council		
	AA	m. Aver. GRE of SWT graduate students.	m. 960(est)	Strategy to be developed by Exec. Council		
4. Faculty Development	AA	a. % of faculty in faculty development programs reporting benefit, as judged by VP.	a. _____	Base to be developed in FY79		
5. Adult Education and Public Service	AA	a. Ratio of income to expense for continuing education.	a. _____	Base to be established in FY79		
6. Safety and Security	UA	a. No. of criminal incidents/1000 population.	a. 15.81	a. 17.39	a. 15.81	a. 14.23
	UA	b. Value of state property lost. (8/31/78)	b. $34,494	b. $37,944	b. $34,494	b. $31,045
	UA	c. Dollar amount of theft.	c. $14,614	c. $16,076	c. $14,614	c. $13,152
7. Financial Stability	FM	a. U.B. - E&G (11/30/77)	a. .8mil.	a. .5	a. 1.0	a. 1.4
	FM	b. U.B. - Auxiliary non-pledged. (11/30/77)	b. .7mil.	b. .3	b. .5	b. .7
	FM	c. U.B. - Auxiliary pledged. (11/30/77)	c. 1.5mil.	c. 1.3	c. 1.5	c. 2.0
	FM	d. Tuition & fees for resident student/state aver.	d. 1.118	d. 1.118	d. 1.118	d. 1.00
	FM	e. Tuition & fees for non-res. student/state aver.	e. 1.031	e. 1.031	e. 1.031	e. 1.00
	FM	f. SWT Rm. & Board.state aver.	f. _____	Base to be established in FY79		
	FM	g. SWT total cost/state aver.	g. _____	Base to be established in FY79		
	FM	h. Res. instruction expended/R.I. appropriated.	h. 1.02	h. .99	h. 1.01	h. 1.03
	AA/FM	i. Fac. salaries expended/salary appropriated.	i. .99	i. .99	i. 1.01	i. 1.03
8. Legislative Relations	FM	a. Appropriated dollar amt. R&R. (FY78/79)	a. 1.46m./y.	To be developed in FY79		
		b. Dollar amt.--Special items.	b. .156m./y.	To be developed in FY79		

K.R.A.	RESP.	INDICATORS	NOW	(WORST) MINIMUM	(EXPECTED) AVERAGE	(BEST) MAXIMUM
	FM	c. No. of Special items.(FY78/79)	c. 4	To be developed in FY79		
	Pres.	d. % desired SWT legislative actions adopted (FY78/79)	d. 50%(est)	d. 55%	d. 60%	d. 70%
	Pres.	e. No. of "collar" workers on floor.	e. 0	e. 1	e. 1	e. 1
9. Development	IA	a. Dollar amt. from foundations & private business. (9/1/77)	a. 1,584,331	a. 1,200,000	a. 1,600,000	a.2.0mil.
	IA	b. Total dollars raised.	b. 50,000	b. 70,000	b. 80,000	b. 100,000
	IA	c. Total unrestricted dollars raised.	c. 10,000	c. 12,000	c. 14,000	c. 20,000
	IA	d. Size of endowment.	d. 500,000	To be developed		
	IA	e. No. of major donors (over $5000.)	e. 5	e. 5	e. 6	e. 7
	IA	f. No. of donors "earning" bldg. name.	f. 0	To be developed		
	IA	g. Ratio of income to expense for development.	g. _____	g. 7/8	g. 8/8	g. 4/3
10. Alumni Relations	IA	a. No. of chapters in state.	a. 6	a. 7	a. 9	a. 10
	IA	b. Ratio of income to expense.	b. 3/4	b. 6/7	b. 1/1	b. 8/7
11. University Image	AA/IA	a. No. of Steeples of Excellence programs funded (in year when money is spent),				
		1) internally	a1. 0	To be developed		
		2) externally	a2. 0	To be developed		
	AA/IA	b. Dollar amt. of Steeples money (in FY when spent),				
		1) internally	b1. 0	To be developed		
		2) externally	b2. 0	To be developed		
	UA	c. % of minority students	c. _____	Base to be established in FY79		
	FM	d. % of full-time minority employees (Fall '77)	d. 8.36%	d. 8.2%	d. 8.4%	d. 9%
	AA	e. % of females in roles of chairmen & administrators appointed by Board. (Fall '77)	e. 10.17%	e. 8%	e. 10.2%	e. 12%
	AA	f. % of minorities in roles of chairmen & administrators appointed by Board. (Fall '77)	f. 0	f. 0	f. 0	f. 2%
	AA	g. Faculty development leaves	g. 4	g. 3	g 4	g 5

K.R.A.	RESP.	INDICATORS	NOW	(WORST) MINIMUM	(EXPECTED) AVERAGE	(BEST) MAXIMUM
12. Coordinating Board	AA	a. % of new academic programs submitted that are approved.	a. 30%	a. 60%	a. 66.7%	a. 80%
13. Physical Environment	FM	a. % of square footage of bldgs. rated acceptable or excellent.(Fall '77)	a. 52%	a. 55%	a. 60%	a. 65%
	FM	b. Assignable squ. footage/FTSE. (Fall '77)	b. 57.9	b. 57.8	b. 58.8	b. 59.
	FM	c. Score on evaluation of campus landscaping.	c. _____	To be developed in FY79		
	FM	d. Score on evaluation of exterior of buildings.	d. _____	To be developed in FY79		
	FM	e. Score of evaluation of other campus features.	e. _____	To be developed in FY79		
14. Quality of Processes/Systems/Operations	Pres.	a. % of administrative units with OL systems acceptable to VP.	a. _____	Base to be established in FY79		
	Pres.	b. % of staff with personal development objectives acceptable to VP.	b. _____	Base to be established in FY79		
	Pres.	c. % of staff with job descriptions acceptable to VP.	c. _____	Base to be established in FY79		
	Pres.	d. % of administrative units with identified key systems to be documented.	d. _____	Base to be established in FY79		
	Pres.	e. % of staff (excl. faculty) successfully engaged in professional development programs as judged by administrative heads.	e. _____	Base to be established in FY79		
	Pres.	f. % of administrative units with approved evaluation documents & processes for <u>appropriate</u> individuals.	f. _____	Base to be established in FY79		